

FAST FACTS FOR DEVELOPMENT EDUCATION TRENDS

EMERGING DEVELOPMENTAL EDUCATION TRENDS AT JCC

- The number of students requiring developmental education continues to increase

Freshman	2005	2006	2007
Reading	187 39%	271 42%	272 37%
Writing	117 26%	154 27%	164 23%
Math	380 81%	453 74%	503 67%

- 60% of all new students (Fall '05) placed into at least one developmental course (reading, writing, and/or math)*. This percentage reached 70% in Fall 2007.
- Of these, 54% placed into two developmental education courses*

	Fall to Winter	Fall to Fall
Overall	71%	45%
Male	70%	41%
Students of Color	66%	39%
Under 25	74%	47%
1 DE Placement	73%	49%
2 DE Placements	74%	48%
3 DE Placements (Reading, Writing, & Math)	62%	39%

- 57% of students who placed into all three developmental courses were between 18 and 19 years.

- 60% of 18-19 year old students had at least one developmental education requirement.
- The more developmental education requirement a student has, the lower the persistence rate
- Higher percentage of males, students of color and traditional-age students (under 25) place into reading and writing developmental courses
- In math courses, we saw a higher percentage of females, students of color and traditional-age students.
- 35% College instructors and 42% high school teachers agree that students are **worse** now than 5-10 year ago, as it relates to college-level preparedness (ACT National Curriculum Survey Results, 2005-06)

WHAT JCC IS DOING ABOUT IT

- *Achieving the Dream: Community Colleges Count*, a multi-year national initiative to help more community college students succeed, is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students. It is a grant of \$450k over five years, which uses data to identify barriers, implement intervention strategies, and sustain systematic change.
- It measures: Success in Developmental Courses, Success in Gatekeeper Courses, Success in All Other Courses, Persistence Over Time, Graduation Rates
- Of the first-time, full-time students who declare a degree as their educational goal, 13% achieve it. (IPEDs).
- Persistence improves as students take developmental education courses.
 - New students who had developmental requirements and enrolled in the appropriate developmental course in 04/FL **retained at a higher rate** and had **higher semester GPAs** than student whose course placement score indicated a developmental need but who did not enroll in the appropriate developmental course.
 - Reading 73% compared to 62% persistence
 - Writing 77% to 53% persistence

- Mathematics 77% to 62% persistence

New Students, 04/FL	04/FL Semester GPA 2.0 or higher	Retention Rate to 05/WN
Reading (251)	67%	73%
Should have taken Reading (160)	52%	62%
Writing (109)	66%	77%
Should have taken Writing (79)	44%	53%
Mathematics (235)	70%	77%
Should have taken Mathematics (106)	56%	62%

INTERVENTIONS FOR -ATDI

- Reduce class size of developmental Math courses
- Advise prescriptive scheduling
- Utilize learning communities
- Introduce Supplemental Instruction

IMPACT ON RESOURCES

- Established a Foundation Studies department in 2003
- Increase of 35 sections since 2003 (22% growth)
- Financial resources have increased from under 1% of budget to more than 2.5% of general fund.
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total #de sections	Inst Cost	Foundation Studies Budget	total DE Costs	General Fund	% DE of GF
119	\$ 238,000	\$ -	\$ 238,000	\$27,339,002	0.87%
136	\$ 272,000	\$ 91,700	\$ 363,700	\$28,702,254	1.27%
134	\$ 268,000	\$ 578,847	\$ 846,847	\$30,796,525	2.75%
124	\$ 248,000	\$ 547,642	\$ 795,642	\$31,612,034	2.52%
154	\$ 308,000	\$ 534,683	\$ 842,683	\$33,442,910	2.52%
		\$ 381,430		\$36,219,000	

K-12 AND HIGHER EDUCATION PARTNERSHIPS

- Communicate with k-12
 - Community Strategic Conversations
 - Superintendent Meetings- annually; provide aggregate and individual academic performance data
- Mandatory ACT scores help the conversations
- College Incentive Program (CIP) dedicated to awarding financial assistance and advising to socio-economically challenged students beginning in the 6th grade;
- Legacy
 - Provides \$3,000 scholarships for Jackson County high school graduates commencing their post secondary education at Jackson County Institutions of Higher Education (IHEs) for the first two years of their schooling.
- Connect EDU
 - Connect! helps manage students' tasks, deadlines, and progress from one simple and easy-to-use interface
 - Fosters a "go-to-college" culture
 - Increases linkages between local schools and JCC
 - Promotes career planning by students

- Dual Enrollment provides an opportunity to connect or bridge high school students and colleges
- Merit Curriculum – 16 mandatory credits
 - Math – 4 credits (at least one taken in senior year)
 - English Language Arts – 4 credits
 - Science – 3 credits
 - Social Studies – 3 credit

One credit in Visual, Performing and Applied Arts.

One credit in Physical Education and Health.

All high school students must also participate in an online course or learning experience.

Effective for the class of 2016, the credit requirement will increase to 18 credits, to include two credits in world languages. Students may receive credit if they have had a similar learning experience in grades K-12.

Awarding credit is based on proficiency in expectations, not seat time and can be earned prior to a student entering high school or by testing-out.

Credit may be earned through one or more of the following: alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education.

Credit can be earned through advanced studies such as accelerated course placement, advanced placement, dual enrollment, or international baccalaureate program or an early college/middle college program.

WHAT WE CAN DO ABOUT THE BARRIERS

- At-risk students: socio-economic challenges, persons of color, interventions are required at younger age (6th grade).
- We need to raise awareness about the quality of education and the access to attain it.

- We must have the courage to make changes; Doing the same isn't going to work.
- As a community, we must all care about the quality of education; parents, teachers, business leaders and faculty
- ACT suggests:
 - High schools and College leaders must work together to align state standards to postsecondary expectations
 - Define course standards
 - Measure student progress with college readiness assessments
 - Establish core course requirements for high school graduation
 - Begin measuring college readiness earlier...
- Study the impact of new state curriculum
- Evaluate of the ACT testing requirement in Junior year
- Creating curricular bridge between faculty at JCC and high schools (all IHEs)
- Establish summer camps
- Establish middle college/early college
- Establish bridge programs to start assessments in 8th and 9th grade